

POCALLA SPRINGS ELEMENTARY

2060 Bethel Church Rd.

Sumter, SC 29154

GRADES PK-5 Elementary School

ENROLLMENT 802 Students

PRINCIPAL Lucille S. McQuilla 803-481-5800

SUPERINTENDENT J. Frank Baker 803-469-6900

BOARD CHAIR James Giffin 803-481-2147

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	35	53	5	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Good	N/A
2002	Average	Good	N/A
2003	Good	Below Average	No
2004	Average	Unsatisfactory	No

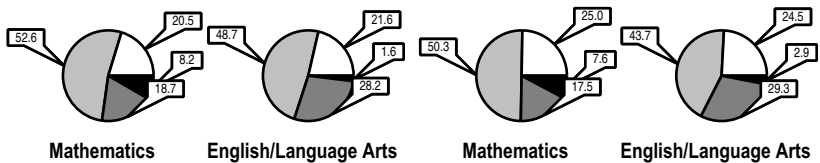
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	418	99.5	21.6	48.7	28.2	1.6	44.7	Yes	Yes
Gender									
Male	205	99.5	27.2	50.0	21.7	1.1	38.0		
Female	213	99.5	16.3	47.4	34.2	2.0	51.0		
Racial/Ethnic Group									
White	242	100.0	19.5	46.4	32.3	1.8	52.7	Yes	Yes
African-American	161	100.0	24.0	52.0	22.7	1.3	34.7	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	83.3	37.5	50.0	12.5	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	354	99.4	14.9	51.6	31.7	1.9	50.0		
Disabled	64	100.0	58.6	32.8	8.6	0.0	15.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	418	99.5	21.6	48.7	28.2	1.6	44.7		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	413	100.0	21.4	48.8	28.2	1.6	44.9		
Socio-Economic Status									
Subsidized meals	302	99.3	23.8	51.3	23.8	1.1	40.5	Yes	Yes
Full-pay meals	116	100.0	16.2	42.3	38.7	2.7	55.0		

Mathematics - State Performance Objective = 15.5%									
All Students	418	100.0	20.5	52.6	18.7	8.2	43.2	Yes	Yes
Gender									
Male	205	100.0	19.6	50.0	19.6	10.9	44.6		
Female	213	100.0	21.4	55.1	17.9	5.6	41.8		
Racial/Ethnic Group									
White	242	100.0	15.9	52.3	20.5	11.4	53.2	Yes	Yes
African-American	161	100.0	28.0	52.7	15.3	4.0	28.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	12.5	62.5	25.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	354	100.0	15.8	53.7	20.8	9.6	47.2		
Disabled	64	100.0	46.6	46.6	6.9	0.0	20.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	418	100.0	20.5	52.6	18.7	8.2	43.2		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	413	100.0	20.6	52.5	18.7	8.2	43.3		
Socio-Economic Status									
Subsidized meals	302	100.0	23.4	53.2	17.8	5.6	36.4	Yes	Yes
Full-pay meals	116	100.0	13.5	51.4	20.7	14.4	59.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	132	96.2	17.4	34.8	41.7	6.1	47.8
	Grade 4	137	99.3	24.8	49.6	24.8	0.9	25.6
	Grade 5	141	99.3	27.2	60.8	12.0	N/A	12.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	143	99.3	25.5	39.4	31.4	3.6	35.0
	Grade 4	137	100.0	18.4	45.6	35.3	0.7	36.0
	Grade 5	138	99.3	26.9	56.0	17.2	N/A	17.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	132	97.0	11.3	52.2	25.2	11.3	36.5
	Grade 4	137	98.5	10.3	56.4	21.4	12.0	33.3
	Grade 5	141	99.3	27.2	58.4	12.8	1.6	14.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	143	100.0	23.2	62.3	12.3	2.2	14.5
	Grade 4	137	100.0	14.0	46.3	26.5	13.2	39.7
	Grade 5	138	100.0	28.9	45.9	17.8	7.4	25.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 802)				
First graders who attended full-day kindergarten	97.6%	N/C	100.0%	100.0%
Retention rate	5.2%	Up from 0.2%	3.2%	2.7%
Attendance rate	95.6%	Down from 97.2%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%		3.6%	3.5%
Eligible for gifted and talented	11.9%	Up from 11.3%	10.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.8%	Up from 7.6%	8.8%	8.2%
Older than usual for grade	3.0%	No change	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 49)				
Teachers with advanced degrees	24.5%	Up from 16.0%	46.9%	51.4%
Continuing contract teachers	85.7%	Up from 74.0%	87.5%	87.5%
Highly qualified teachers**	93.3%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	4.4%		0.0%	0.0%
Teachers returning from previous year	85.7%	Up from 80.1%	86.4%	86.7%
Teacher attendance rate	94.9%	Up from 94.6%	94.7%	94.9%
Average teacher salary	\$35,560	Up 6.2%	\$39,921	\$40,760
Prof. development days/teacher	12.0 days	Down from 13.9 days	13.2 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 21.7 to 1	18.6 to 1	18.9 to 1
Prime instructional time	89.5%	Down from 90.5%	89.5%	90.0%
Dollars spent per pupil*	\$5,069	Up 6.0%	\$6,029	\$6,044
Percent of expenditures for teacher salaries*	57.2%	Down from 60.5%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.4%	Up from 89.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pocalla Springs Elementary School is a growing rural school that prides itself on providing a quality education for all students. Our mission is to provide the highest academic and social achievement for each child by creating a child-centered, safe, orderly environment based on a challenging curriculum and highly trained staff. The faculty and staff of Pocalla Springs Elementary School worked together with parents and community representatives to develop a shared vision and school goals for the 2004-2005 school year. These groups reviewed the most recent test data and state standards for learning.

The two primary goals of Pocalla Springs Elementary School are to improve student achievement in mathematics and reading. P.A.C.T. test results have improved. We believe that focused staff development through a South Carolina READS Grant and Sumter County School District Two Staff Development Activities, extensive teacher planning and preparation, and the implementation of unit plans have contributed to the success of our students. In addition to all the other programs, we have a curriculum coordinator, an elementary school mathematics coach, a literacy coach, and outstanding parental support in our school. To reach the mandates of No Child Left Behind and to have all children reading on grade level by the end of third grade, we are concentrating on teaching the teachers early intervention reading strategies. We are also flooding the school with reading materials and children's books to expose children to literature of all genres.

This year has been an exciting and rewarding one at Pocalla Springs. Our accomplishments include being named a Palmetto's Finest Finalist and a Red Carpet School. We received a Schools of Promise Flagship Award, a National PTA Parental Involvement School of Excellence Award, and were named a National Honor Council of Excellence. We had the PTA State Outstanding Principal and Teacher of the Year. We were the recipient of a SC READS grant totaling \$665,000 and a Tutorial Assistance Grant worth \$110,000. We also received a PTA State Endowment Grant.

Pocalla Springs is fortunate to have a very active PTA with numerous programs that benefit the children both educationally and financially. We also benefit from a variety of other funding sources including district resources, business partner donations, and Title 1 funds. We invite you to visit our school.

Lucille S. McQuilla, Principal

Nigel Lee, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	115	67
Percent satisfied with learning environment	96.7%	95.5%	93.8%
Percent satisfied with social and physical environment	96.7%	93.0%	86.2%
Percent satisfied with home-school relations	96.6%	93.9%	67.7%

*Only students at the highest elementary school grade level at this school and their parents were included.